

**Big Ideas/Enduring Understandings**

- The world map is used to locate and understand key geographic features.
- Traditions, symbols, and values are unified in the United States. Map skills are used to determine, measure, and locate distances and directions.
- Physical geography affects communities.

**Essential Questions**

- Where in the world is our community?
- Where in the United States is the community?
- What is the geography of our community?

Standards	Content	Skills/Competency	Assessment
<p><b>7.1.3.A:</b> Identify how basic <b>geographic tools</b> are used to organize and interpret information about people, <b>places</b> and <b>environment</b>.</p> <p><b>7.1.3.B:</b> Identify and locate <b>places</b> and <b>regions</b> as defined by physical and <b>human features</b>.</p> <p><b>7.2.3.A:</b> Identify the physical characteristics of <b>places</b> and <b>regions</b>.</p> <p><b>7.2.3.B:</b> Identify the basic physical processes that affect the physical characteristics of <b>places</b> and <b>regions</b>.</p>	<p><b>Chapter 1:</b> Students learn where their community is located in the world.</p> <ul style="list-style-type: none"> <li>• Equator</li> <li>• Prime Meridian</li> <li>• 4 Hemispheres</li> <li>• Continent</li> <li>• Oceans</li> <li>• Country</li> </ul> <p><b>Chapter 2:</b> Students learn how to use map skills.</p> <ul style="list-style-type: none"> <li>• Canyon</li> <li>• Cardinal Directions</li> <li>• Tradition</li> <li>• Symbol</li> </ul> <p><b>Chapter 3:</b> Students learn how physical geography affects communities.</p> <ul style="list-style-type: none"> <li>• Region</li> <li>• Climate</li> <li>• Physical Features</li> <li>• Natural Resource</li> </ul>	<p><b>Chapter 1:</b> Locate key geographic features on a map.</p> <p><b>Chapter 2:</b> Identify directions on a map and analyze a role of traditions, symbols, and values.</p> <p><b>Chapter 3:</b> Identify and describe physical features and compare and contrast different regions.</p>	<ul style="list-style-type: none"> <li>• Quizzes and tests may include multiple choices, true or false, fill in the blank, matching, definitions or open ended questions.</li> <li>• Presentations and group projects may be assigned.</li> <li>• Students’ notebooks may be assessed within the classroom by the teacher.</li> </ul>

3<sup>rd</sup> Grade

Course Title: Social Studies

Duration: Second Marking Period

**Big Ideas/Enduring Understandings**

- Why and how people immigrate to the United States.
- Cultural diversity contributes to life in our community.

**Essential Questions**

- How do people become part of our community?
- What makes our community diverse?

Standards	Content	Skills/Competency	Assessment
<p><b>7.3.3.A:</b> Identify the human characteristics of <b>places</b> and <b>regions</b> using the following criteria:</p> <ul style="list-style-type: none"><li>• Population</li><li>• Culture</li><li>• Settlement</li></ul> <hr/> <p><b>7.4.3.A:</b> Identify the effect of the <b>physical systems</b> on people within a community.</p> <p><b>7.4.3.B:</b> Identify the effect of people on the physical systems within a community.</p>	<p><b>Chapter 4:</b> Students learn about the immigrant experience.</p> <ul style="list-style-type: none"><li>• Immigrants</li><li>• Discriminate</li><li>• Migrant worker</li></ul> <p><b>Chapter 5:</b> Students learn how diverse cultures make contributions to life in our communities.</p> <ul style="list-style-type: none"><li>• Diverse</li><li>• Cultural</li><li>• Culture</li></ul>	<p><b>Chapter 4:</b> Analyze why and how people immigrate to the United States.</p> <p><b>Chapter 5:</b> Identify specific examples of cultural diversities.</p>	<ul style="list-style-type: none"><li>• Quizzes and tests may include multiple choices, true or false, fill in the blank, matching, definitions or open ended questions.</li><li>• Presentations and group projects may be assigned.</li><li>• Students' notebooks may be assessed within the classroom by the teacher.</li></ul>

**Big Ideas/Enduring Understandings**

- Explain the effects of supply and demand on prices.
- Identify products sold in the local community that are involved in global trade and how it has changed lives in the world.

**Essential Questions**

- How does our economy work?
- How does global trade affect our community?

Standards	Content	Skills/Competency	Assessment
<p>6.1.3.C: Explain what is given up when making a <b>choice</b>.                      6.1.3.D: Identify reasons why people make a <b>choice</b>.                      6.2.3.A: Identify <b>goods, services, consumers, and producers</b> in the local community.                      6.2.3.B: Identify competing sellers in the local market.                      6.2.3.C: Identify types of advertising designed to influence personal <b>choice</b>.                      6.2.3.D: Define <b>price</b> and how <b>prices</b> vary for products.                      6.2.3.G: Identify characteristics of the local economy.                      6.3.3.A: Identify goods and services provided by the government.                      6.3.3.B: Identify examples of government involvement in local economic activities.                      6.4.3.A: Identify local examples of <b>specialization and division of labor</b>.                      6.4.3.B: Identify examples of <b>trade</b>, imports, and exports in the local community.                      6.5.3.A: Explain why people work.                      6.5.3.B: Identify different occupations.                      7.3.3.A: Identify the human characteristics of places and regions using the following criteria: Economic activities.</p>	<p><b>Chapter 8:</b>                      Students learn about markets and how supply and demand work together to affect the prices of goods and services.</p> <ul style="list-style-type: none"> <li>• Market</li> <li>• Economy</li> <li>• Goods and Services</li> <li>• Supply and Demand</li> </ul> <p><b>Chapter 9:</b>                      Students learn about global trade and its effects on people and communities around the world.</p> <ul style="list-style-type: none"> <li>• Global trade</li> <li>• Manufacture</li> </ul>	<p><b>Chapter 8:</b>                      Discover and predict what happens to prices when supply and demand change.</p> <p><b>Chapter 9:</b>                      Hypothesis why people might use or buy items from other countries. Research items in their own communities that are products of global trade.</p>	<ul style="list-style-type: none"> <li>• Quizzes and tests may include multiple choices, true or false, fill in the blank, matching, definitions or open ended questions.</li> <li>• Presentations and group projects may be assigned.</li> <li>• Students’ notebooks may be assessed within the classroom by the teacher.</li> </ul>

**Big Ideas/Enduring Understandings**

- Community’s government represents one of the three levels of government in the United States.
- People have a voice in their community.

**Essential Questions**

- Who works at City Hall?
- How do we have a voice in our community?

Standards	Content	Skills/Competency	Assessment
<p><b>5.1.3.A:</b> Explain the purposes of rules, laws, and consequences.</p> <p><b>5.1.3.B:</b> Explain rules and laws for the classroom, school, and community.</p> <p><b>5.2.3.A:</b> Identify <b>personal rights</b> and responsibilities.</p> <p><b>5.2.3.B:</b> Identify the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p><b>5.2.3.C:</b> Identify <b>leadership</b> and <b>public service</b> opportunities in the school, community, state, and nation.</p> <p><b>5.2.3.D:</b> Describe how <b>citizens</b> participate in school and community activities.</p> <p><b>5.3.3.A:</b> Identify the roles of the three branches of government.</p> <p><b>5.3.3.C:</b> Identify services performed by the local <b>governments</b>.</p> <p><b>5.3.3.D:</b> Identify positions of <b>authority</b> at school and community.</p> <p><b>5.3.3.E:</b> Explain the purpose for elections.</p> <p><b>5.3.3.F:</b> Explain how an action may be just or unjust.</p> <p><b>5.3.3.G:</b> Identify individual interests and explain ways to influence others.</p>	<p><b>Chapter 11:</b> Students learn the main responsibilities of individuals and departments in a community government.</p> <ul style="list-style-type: none"> <li>• City Hall</li> <li>• Budget</li> <li>• Public works</li> <li>• Federal Government</li> <li>• State Government</li> <li>• Local Government</li> </ul> <p><b>Chapter 12:</b> Students learn about four ways for people to have a voice in their community.</p> <ul style="list-style-type: none"> <li>• Citizen</li> <li>• Demonstration</li> <li>• Peaceful</li> <li>• Civil Rights</li> <li>• Candidates</li> <li>• Register</li> <li>• Ballot</li> </ul>	<p><b>Chapter 11:</b> Determine which offices of the government are appropriate for dealing with various issues. Identify the three main levels of government in the United States and the basic law they must follow.</p> <p><b>Chapter 12:</b> Evaluate arguments for opposing positions on an issue. Describe a step-by-step process for preparing to vote responsibly in an election.</p>	<ul style="list-style-type: none"> <li>• Quizzes and tests may include multiple choices, true or false, fill in the blank, matching, definitions or open ended questions.</li> <li>• Presentations and group projects may be assigned.</li> <li>• Students’ notebooks may be assessed within the classroom by the teacher.</li> </ul>